DOCUMENT RESUME

ED 388 202 HE 028 746

TITLE	A Report on the Texas Educational Opportunity Plan for Public Higher Education, 1989-1994.
INSTITUTION	Texas Higher Education Coordinating Board, Austin.
PUB DATE	94
NOTE	43p.; For the new opportunity and education plan entitled: "Access and Equity 2000," see ED 378 862.
AVAILABLE FROM	Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Blacks; College Faculty; Diversity (Institutional); Enrollment; *Equal Education; Faculty Recruitment; Females; *Higher Education; Hispanic Americans; Long Range Planning; *Minority Groups; Program Descriptions; Program Evaluation; *Public Colleges; School Holding Power; *State Programs; Statewide Planning
IDENTIFIERS	Diversity (Faculty); Diversity (Student); *Texas

ABSTRACT

This report provides an evaluation of the effectiveness of the Texas Educational Opportunity Plan (TEOP), a 5-year plan implemented in 1989 to increase Black and Hispanic undergraduate and graduate enrollment at public colleges and universities within the state, and to increase the number of Black and Hispanic employees in the state's higher education system. It also discusses institutional and state responsibilities for meeting TEOP goals. The report found that although the enrollment of Black, and especially Hispanic, students has increased between 1989 and 1993, other indicators of progress on TEOP goals, such as student retention and degrees awarded, are mixed. It concludes that more must be done to achieve the parity emphasized in the new equal opportunity and education plan, entitled "Access and Equity 2000," which will run from 1994 through 2000. Seven appendixes provide information on minority and women recruitment and retention programs, the recruitment and retention of minority faculty, search guidelines to enhance diversity, a minority recruitment and retention conference, a minority faculty and administrator registry, minority doctoral program, and the Texas Association for Access and Equity. (MDM)

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ED 388 202

A REPORT ON THE TEXAS EDUCATIONAL OPPORTUNITY PLAN FOR PUBLIC HIGHER EDUCATION 1989-1994

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A REPORT ON THE TEXAS EDUCATIONAL OPPORTUNITY PLAN FOR PUBLIC HIGHER EDUCATION 1989-1994

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INTRODUCTION

After studying the Texas higher education system from 1978 to 1980 as a result of the *Adams Case*, the federal Office for Civil Rights (OCR), U.S. Department of Education, notified the State of Texas in January 1981 that Blacks were segregated and Hispanics underrepresented in student enrollment and staff at public colleges and universities. As a result, the state submitted a provisional plan in 1981 and, after negotiations with OCR, a final plan in June 1983.

This first Texas plan for improving minority participation, entitled the *Texas Equal Educational Opportunity Plan*, was a federally monitored effort covering the years 1983 to 1988. The plan established specific objectives to increase Black and Hispanic enrollment in the state's public postsecondary institutions and in public graduate and professional programs. It also set up minority retention goals and measures to improve articulation between junior and senior level institutions. Progress in these and other areas of the plan was limited. Overall, the percentage of Blacks enrolled remained static, while the percentage of Hispanics enrolled showed an increase of over 3 percent. The state did make progress toward meeting two of the plan's stated goals regarding enhancements at Texas' two historically Black institutions, Prairie View A&M University and Texas Southern University. The physical facilities of both institutions were greatly improved and new, unduplicated academic programs were added to the curricula.

In 1987, Le Gree S. Daniels, Assistant Secretary for OCR said, "After relevant information has been collected and reviewed, OCR will meet with state officials to discuss preliminary findings." He further stated that, "Texas should continue to implement its plan until the evaluation is completed and until this state and OCR have reached an agreement on what, if any, further action may be required." Pending this evaluation by OCR, Texas voluntarily developed and implemented a second five-year plan, the *Texas Educational Opportunity Plan (TEOP)*, which is the primary focus of this report.

This second Texas plan was developed by the Texas Higher Education Coordinating Board with the assistance of a 10-member advisory committee comprised of representatives from Texas colleges and universities and co-chaired by then President of San Antonio College, Dr. Max Castillo. The plan became effective in September 1989 and continued through August 1994.

The Texas Plan identified both institutional and state responsibilities. The three primary objectives for the institutions were increasing Black and Hispanic undergraduate recruitment, enrollment and retention; increasing the enrollment of graduate and professional students; and increasing the numbers of Hispanic and Black employees in the state's higher education system.

State responsibilities included the continued enhancement of the historically Black institutions, providing funds and expertise to South Texas institutions, and increasing support to other institutions with large minority populations. Another identified state objective was increasing the proportion of Blacks and Hispanics serving on the appointed higher education coordinating and governing boards. Finally, the plan outlined general functions of the state and recommended particular programs.

This report provides an account of how, and what extent these goals were fulfilled over the course of the plan using validated figures through 1993. It shows the rate of minority participation in Texas public higher education and presents comparative data, reviewing changes that occurred with the implementation of the first Texas Plan (1983) with those that took place under the second plan.

The first part of the report addresses the institutional responsibilities. Next, there is a comprehensive statement of state responsibilities, including enhancement of historically Black institutions, implementation of the South Texas Border Initiative, and increasing minority representation on higher education governing boards. This is followed by a review of the activities carried out under the state's general functions. The report's final section assesses the current status and outlines expectations of the new plan, *Access and Equity 2000*, which began in September 1994.

I. INSTITUTIONAL RESPONSIBILITIES

This section reviews the progress made by institutions in the areas of Black and Hispanic student enrollment, retention, and graduation rates and the employment of Black and Hispanic faculty and professional staff.

A. Student Enrollment, Fall 1983 - Fall 1993

From fall 1983, when the first Texas educational opportunity plan began, to fall 1993, the last year of the second Texas plan, Black and Hispanic students began to enter Texas public colleges and universities in larger numbers. Despite this, high school graduates from those two groups continued to enroll in higher education at significantly lower rates than White high school graduates.

Proportionally, the overall number of Hispanic students enrolled in our colleges and universities increased during the 1983-1993 period, while the proportion of White students decreased and the proportion of Black students remained relatively unchanged. During that period, Hispanic enrollment increased by 72,000, White enrollment by 39,000, and Black enrollment by 16,000.

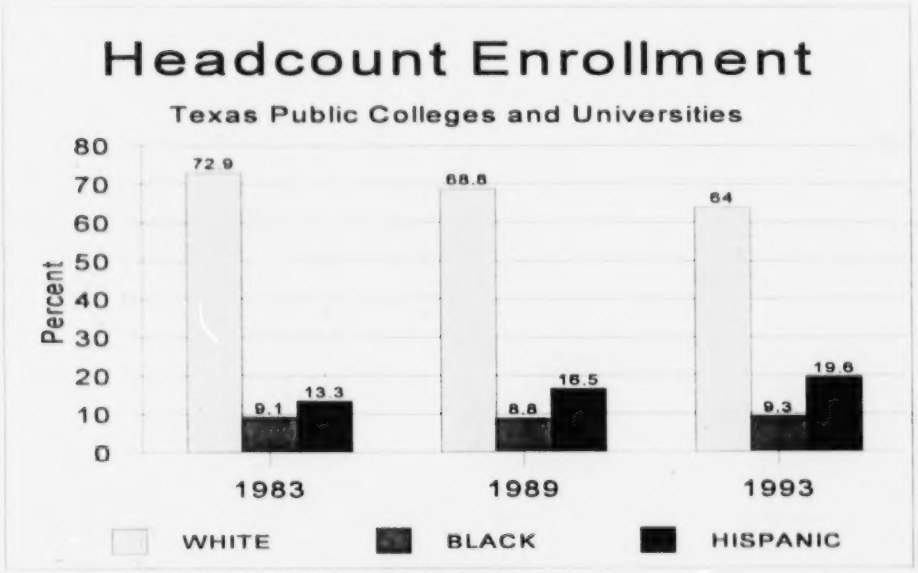


Figure 1

B. **Undergraduate Recruitment, Enrollment, Retention, and Graduation of Black and Hispanic Students, Fall 1989 - Fall 1993**

1. **Recruitment and Enrollment**

The proportion of Black and Hispanic students enrolled in the student body of the state's public colleges and universities increased from fall 1989 to fall 1993, but these groups remain significantly underrepresented among all students. Blacks and Hispanics together accounted for approximately 41 percent of Texas' 15-to-34 age population in 1993 but they represented only 26 percent of student participation in public higher education.

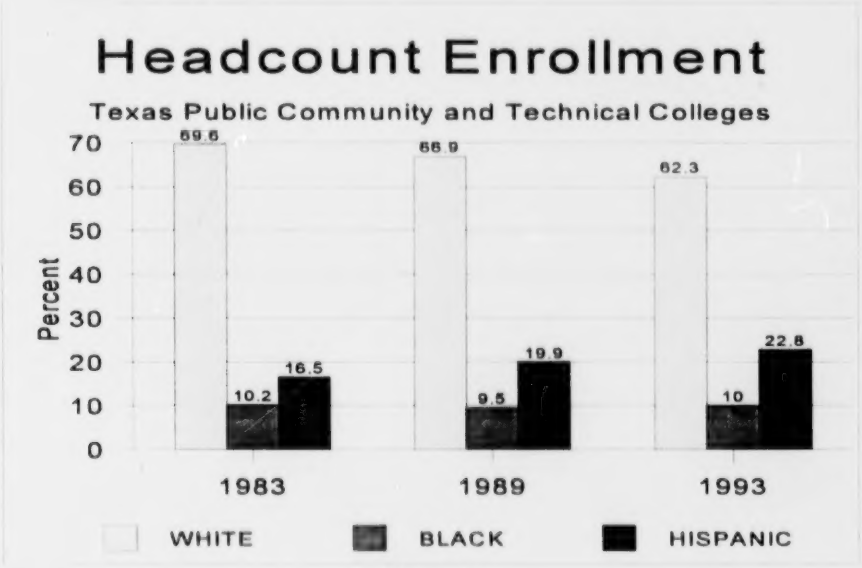


Figure 2

At community and technical colleges, during this period, the enrollment of Black students increased from 34,718 students to 40,738 students or 17.3 percent. The proportion of Hispanic students increased 30 percent--from 72,237 students to 92,792 students. The number of White students increased from 243,415 students to 253,690 students. The percentage of White students enrolled at community and technical colleges decreased from fall 1989 to fall 1993, as the numbers of Black and Hispanic students entering these institutions steadily increased.

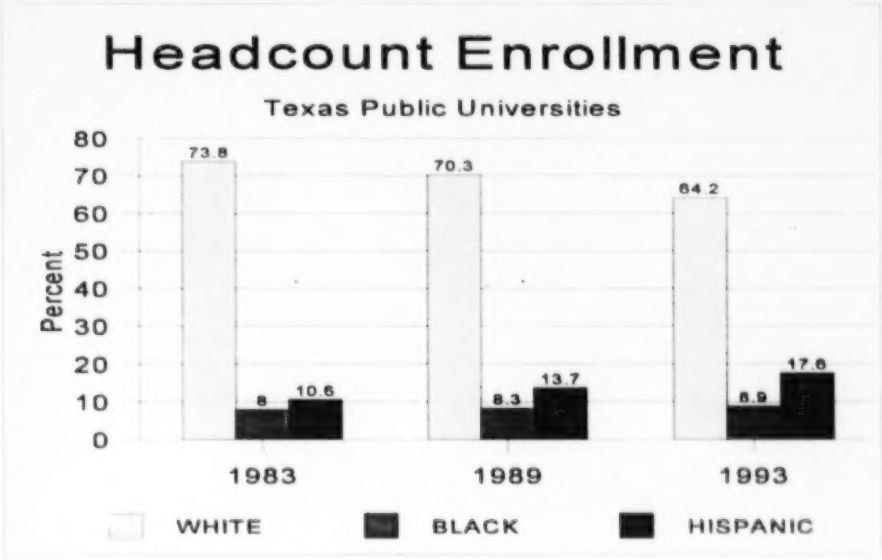


Figure 3

At the universities during this period, the enrollment of Black students increased from 29,479 to 31,843, up 2,364 students. The enrollment of Hispanic students increased by 12,291, moving from 49,012 to 61,303 students. The number of White students enrolled in universities during this period decreased substantially from 230,185 to 215,785, down 14,400 students.

2. Retention and Graduation

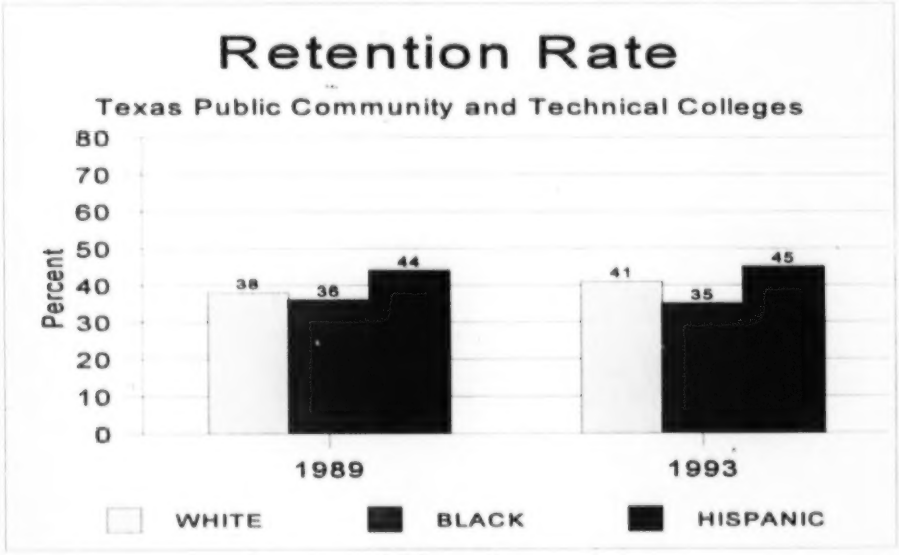


Figure 4

For first-time-entering freshmen at community and technical colleges from fall 1989 to fall 1993, the retention rate for Hispanic students was higher than for Whites. Retention rates increased from 44 percent to 45 percent for Hispanics while the retention rate for Whites increased from 38 percent to 41 percent. The retention rate for Blacks decreased slightly, from 36 percent to 35 percent.

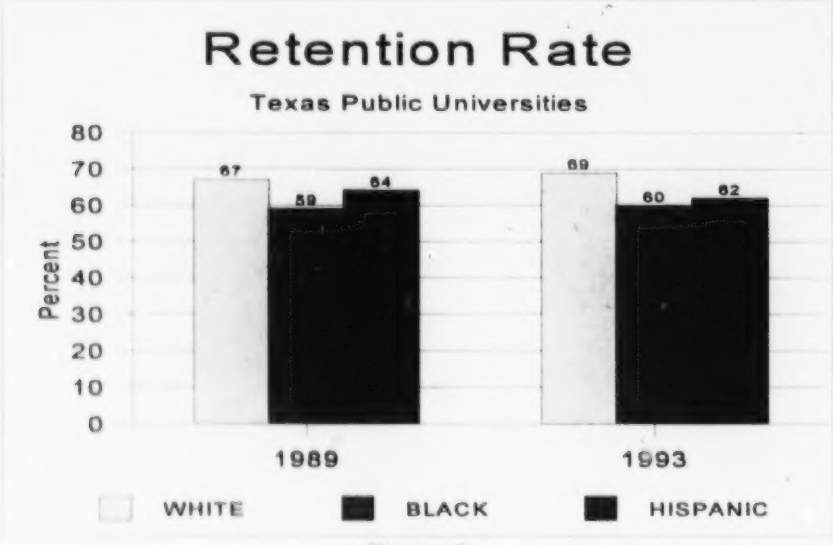


Figure 5

At universities from fall 1989 to fall 1993, the retention rate for Blacks who were first-time-entering freshmen increased from 59 to 60 percent, but decreased slightly from 64 percent to 62 percent for Hispanics. The retention rates for Whites during this period increased from 67 percent to 69 percent.

However, an increase in the retention rate one year after students enter college does not necessarily predict graduation rates. Of the first-time-entering freshmen in our public universities who were enrolled in at least 12 hours of course work for six years, beginning in 1987 and ending in 1993, 53 percent of White students graduated. But in this same freshman cohort, only 37.5 percent of Hispanic students graduated and only 27.5 percent of Black students graduated in this six-year period.

3. Undergraduate Degrees Awarded

While the numbers of Black and Hispanic students earning degrees at all levels increased from fall 1989 to fall 1993, they continued to trail White students significantly in the proportion of students earning degrees during that period. Associate degrees were awarded to 1,804 Black students in 1989 and 1,955 in 1993; 3,388 Hispanic students in 1989 and 3,872 in 1993; 13,446 White students in 1989 and 15,373 in 1993.

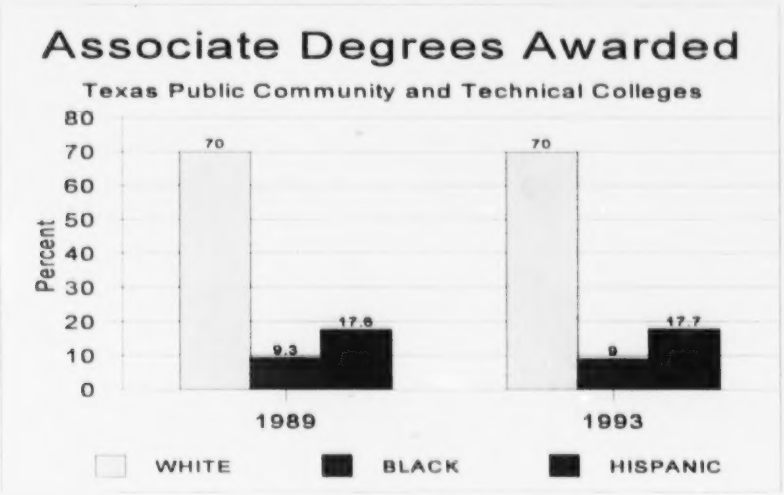


Figure 6

Baccalaureate degrees were awarded to 2,367 Black students in 1989 and 3,355 in 1993; 4,458 Hispanic students in 1989 and 6,815 in 1993; 35,084 White students in 1989 and 40,043 in 1993.

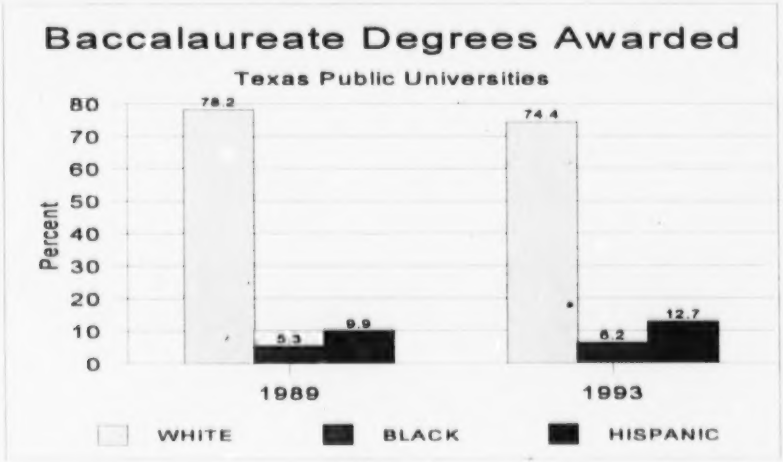


Figure 7

C. Enrollment in Graduate and Professional Schools

1. Enrollment

Though the number of Black and Hispanic students enrolled in graduate schools increased by 238 and 1,079 students, respectively, from fall 1989 to fall 1993, these groups continued to be underrepresented. There were 3,421 Black students in graduate schools in 1989 and 3,659 in 1993. Hispanics showed a greater increase from 5,173 in 1989 to 6,254 in 1993, while White enrollment decreased from 47,749 in 1989 to 47,618 students in 1993.

2. Degrees Awarded

The number of master's degrees awarded to Black and Hispanic students increased from 1989 to 1993. There were 591 awarded to Black students in 1989 and 774 in 1993; 822 degrees awarded to Hispanic students in 1989 and 1,134 in 1993; and 10,084 degrees awarded to White students in 1989 and 11,239 in 1993. The number of doctoral degrees awarded to all these groups also increased, but the percentage of Hispanics receiving these degrees remained the same.

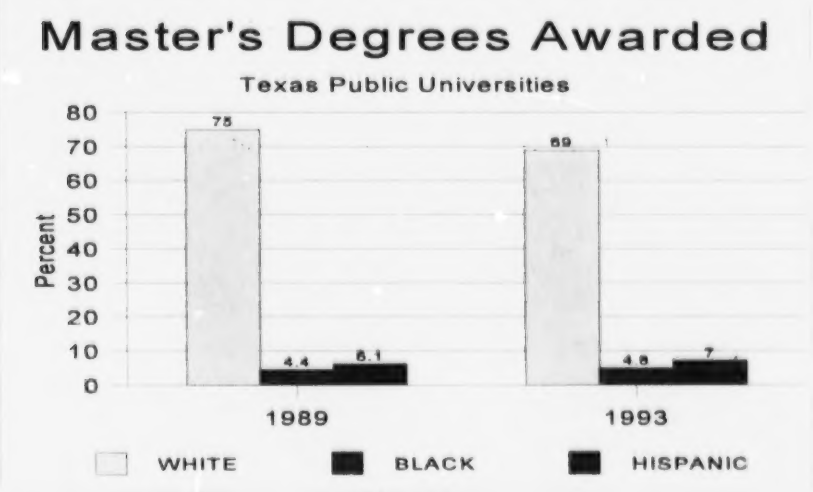


Figure 8

In 1989 Blacks received 55 doctoral degrees, but by 1993 this figure had increased to 79. Doctoral degrees awarded to Hispanics increased from 52 in 1989 to 64 in 1993. For Whites the numbers were 1,281 in 1989 and 1,361 in 1993.

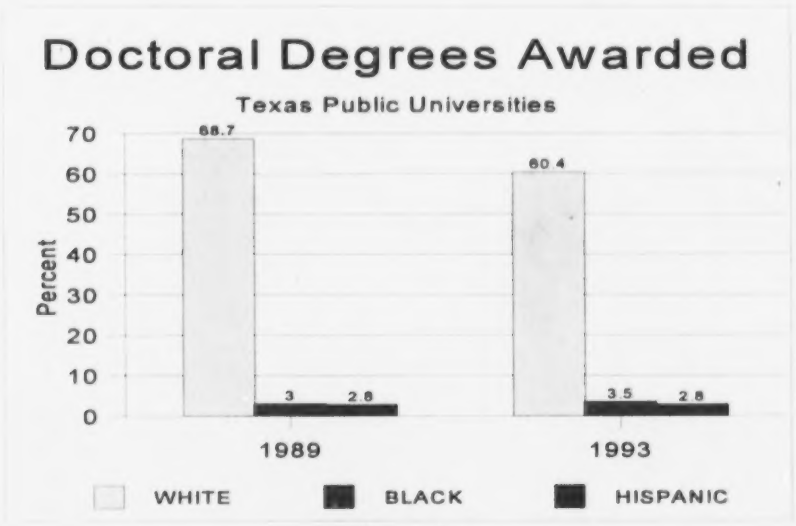


Figure 9

At the professional schools, there was a steady growth in the number of degrees awarded to both Black and Hispanic students. Professional degrees granted to Black students increased from 82 in 1989 to 127 in 1993. Professional degrees awarded to Hispanic students increased from 104 in 1989 to 157 in 1993. The number of Whites receiving these degrees increased from 1,077 in 1989 to 1,195 in 1993.

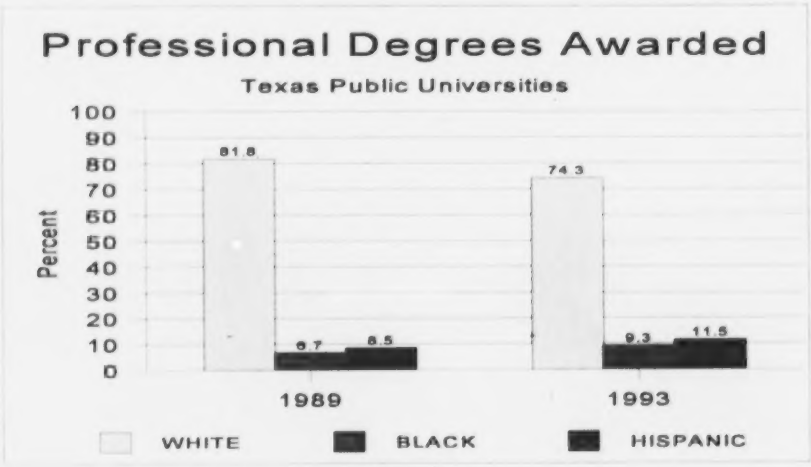
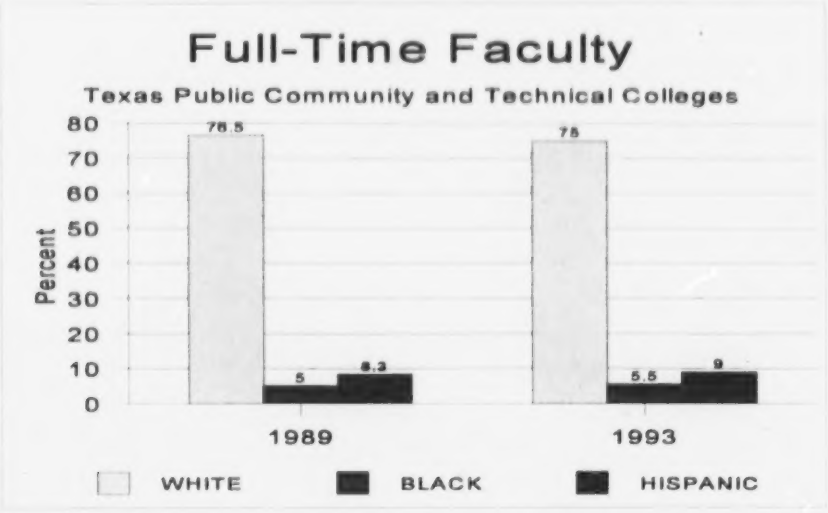


Figure 10

D. Employment of Faculty and Professional Staff

There were only minimal increases in the numbers of Black and Hispanic faculty at Texas public colleges and universities from fall 1989 to fall 1993. At community and technical colleges Black fulltime faculty increased from 878 (5 percent) in 1989 to 1,154 (5.5 percent) in 1993. Hispanics accounted for 1,464 (8.3 percent) of community college faculty in 1989 and 1,886 (9 percent) in 1993.



At Texas public universities, Blacks accounted for 945 (4.2 percent) full-time faculty in 1989 and increased to 1,029 (5.1 percent) by 1993. There were 951 (4.3 percent) Hispanic faculty in 1989 and 1,204 (5.1 percent) in 1993.

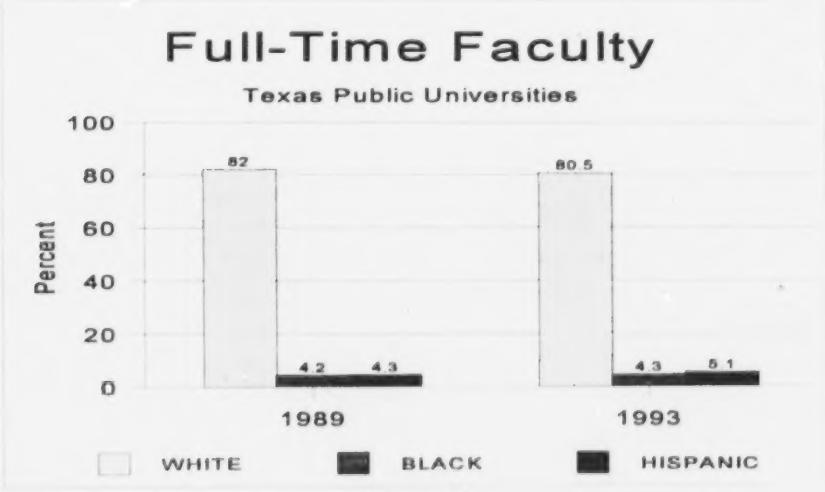


Figure 12

During this period, there were only minimal increases in the numbers of Black and Hispanic administrative staff in Texas' public colleges and universities.

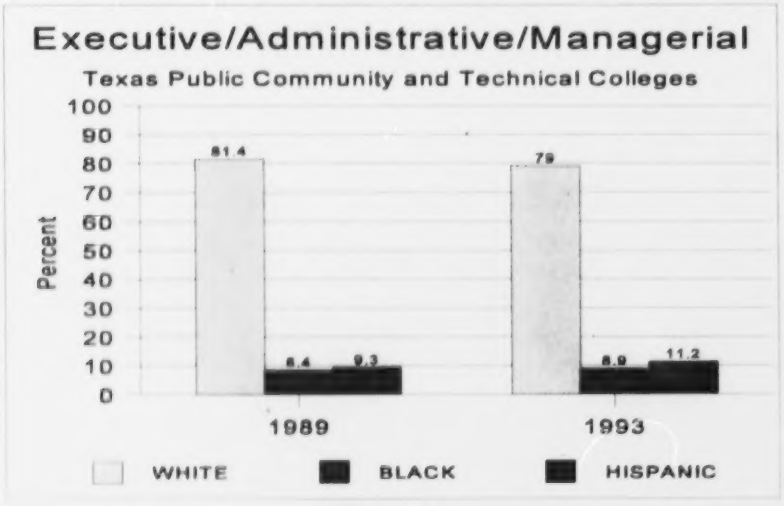


Figure 13

At Texas public community and technical colleges, the number and percentage of Black administrators increased from 124 (8.4 percent) in 1989 to 144 (8.9 percent) in 1993. The number and percentage of Hispanic administrators increased from 137 (9.3 percent) in 1989 to 181 (11.2 percent) in 1993. For Whites, the numbers increased from 1,195 to 1,270, but the proportion decreased from 81.3 percent to 78.6 percent.

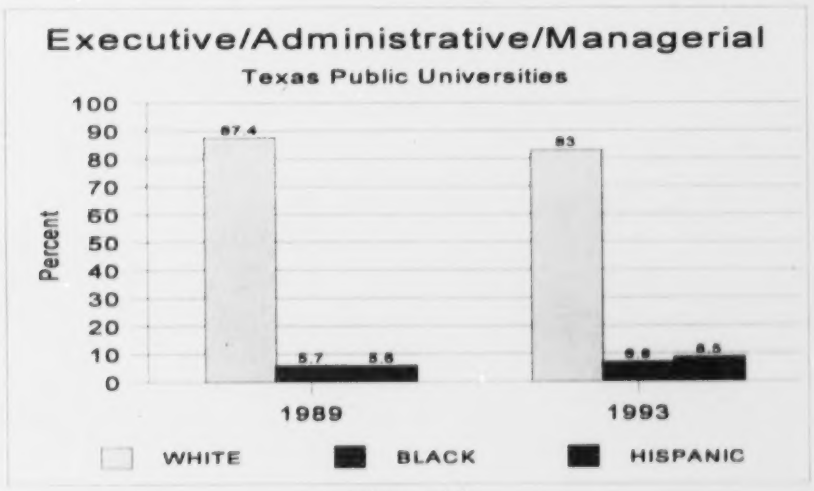


Figure 14

Since 1989, the number of Black administrators in Texas public universities increased from 138 (5.7 percent) in 1989 to 185 (6.8 percent) in 1993. The number and percentage of Hispanic administrators increased from 135 (5.6 percent) in 1989 to 232 (8.5 percent) in 1993. For Whites, the numbers increased from 2,108 in 1989 to 2,248 in 1993 while the proportion decreased from 87.4 percent to 82.6 percent.

II. STATE RESPONSIBILITIES

A. Enhancing Historically Black Institutions

Special item funding authorized by the 73rd Texas Legislature totaled approximately $4.3 million for Prairie View A&M University and $14.9 million for Texas Southern University in the 1994-95 biennium. These amounts represent 9 percent of biennial state appropriation for Prairie View A&M and 18.3 percent of the biennial state appropriation for Texas Southern.

For Prairie View A&M, special items included approximately $1.5 million for scholarships and recruitment, $.57 million for academic and research support, $.39 million for stipends to nursing students, and $.26 million for student support and counseling services.

For Texas Southern, special items include $2.5 million for scholarships, $1 million for academic support, $.82 million for the Thurgood Marshall School of Law, $.75 million for student support and counseling services, $.48 million for scholarships, $.6 million for helping business, education, and pharmacy programs continue accreditation and support development of new degree programs, and $.4 million for campus safety and security enhancements.

For the 1992-93 biennium, Prairie View A&M University received approximately $2.4 million in special item appropriations and Texas Southern University received approximately $4.8 million.

At Prairie View A&M, 1992-93 special items included nearly $1.5 million for scholarships and recruitment; $.5 million for stipends to student nurses; and $.3 million for counseling.

At Texas Southern, special items in 1992-93 included more than $1.5 million for scholarships and recruitment; $.83 million for the Thurgood Marshall School of Law; $.76 million for counseling and academic advisement; more than $1 million for helping accounting, business, education, and pharmacy programs continue accreditation; nearly $.2 million for the Mickey Leland Center for World Hunger and Peace; and $.38 million to improve the efficiency of university operations.

B. Enhancing the South Texas Institutions

The 73rd Legislature added more than $60 million to formula and special item funding for program development and authorized almost $240 million in revenue bonds to help underwrite construction and renovation projects at South Texas/border institutions. For the 1994-95 biennium, the state's all-funds appropriations to these institutions increased 28 percent over all-funds appropriations for the previous biennium. Similar appropriations for other public universities in the state increased by 7.5 percent over the same period.

South Texas/border institutions account for $476 million, or 13.4 percent, of the state's $3.087 billion all-funds appropriation to general academic institutions for 1994-1995.

The 73rd Legislature also converted Laredo State University from an upper-level, two-year university to a four-year university and changed its name to Texas A&M International University. A new campus for the university, which now shares a campus with Laredo Community College, was also authorized.

Responding to the need for a two-year public community college offering a wide range of higher educational opportunities in South Texas, the Legislature voted to create the South Texas Community College District funded initially with appropriations that would have supported the Texas State Technical College extension center in McAllen. Voters have until August 2000 to confirm the creation of the district and approve a local tax base or the district is dissolved. TSTC retains a strong technical education role in South Texas through its campus at Harlingen.

C. Board Representation

The numbers of Blacks and Hispanics on all governing boards of Texas public institutions of higher education increased from 1983 to 1993.

- In 1993, there were 15 Blacks and 13 Hispanics on the governing boards of Texas public universities. In 1983, only seven Blacks and eight Hispanics served on the boards of our public universities.

- In 1993, there were 24 Blacks and 46 Hispanics among the 391 locally elected trustees for the community colleges. In 1989, Blacks accounted for 20 and Hispanics for 43 of 389 community college trustees.

- In 1993, one Black and two Hispanics were on the governing board of the Texas State Technical College System, while in 1989 there were two Hispanics but no Black members.

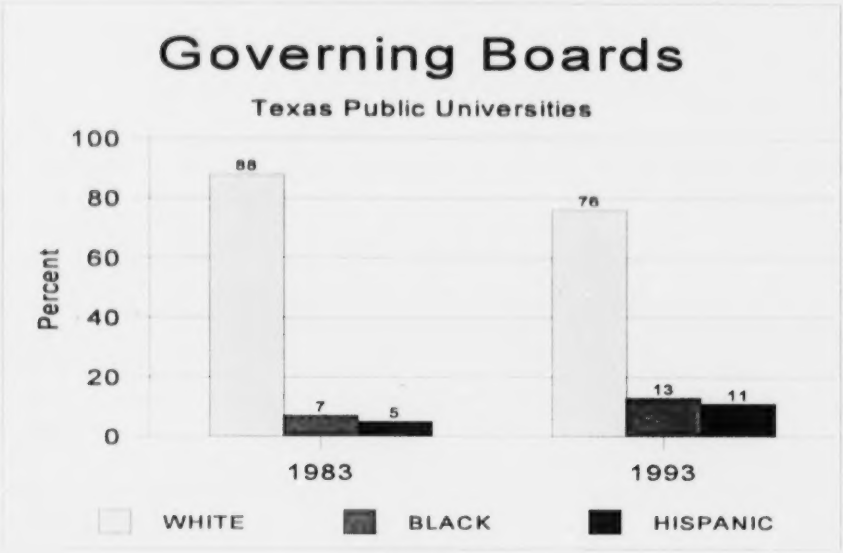


Figure 15

III. GENERAL FUNCTIONS OF THE STATE AND PROGRAM INITIATIVES

The second *Texas Educational Opportunity Plan* (1989-1994) called for the state to provide guidance and technical assistance to institutions in their development and implementation of equal opportunity plans. It also called for monitoring and evaluating these efforts. The Coordinating Board's review of both the statistical and narrative reports the institutions were required to submit in alternate years, respectively, over the life of the plan, provided a base for assessing institutional progress.

In the fall of 1991, after the submission of the first narrative report by the institution, a task force comprised of 25 members from the higher education institutions met to review the implementation efforts of the colleges, universities, and health centers. A report identifying deficiencies and suggesting improvements was sent to each institution. Campus visits by Coordinating Board staff and consultations by phone, mail, and at the Coordinating Board offices also supported the attempts of institutions to carry out their responsibilities under the Plan.

In the fall of 1990, members of the Coordinating Board's Educational Opportunity Committee visited eight institutions to determine the status of Blacks and Hispanics on these campuses. These visits generated a series of recommendations passed by the entire Board and disseminated to the public colleges and universities. The institutions were asked to include in their required narrative reports their progress in implementing the Board's recommendations. These ranged from creating campus environments conducive to helping Black and Hispanic students succeed to increasing the number of Black and Hispanic faculty.

To help institutions meet the goal of recruiting Black and Hispanic faculty and staff, a Search Advisory Committee was created in 1992. Under the aegis of the Coordinating Board's Access and Equity Division, this group developed a publication, *Search Guidelines to Enhance Diversity*, which continues to be widely disseminated and utilized on campuses. The Board also established *The Texas Higher Education Minority Faculty and Administrator Registry* in 1989 to help Black and Hispanic applicants find faculty and administrative positions in Texas public colleges and universities. The registry has grown since then. It went "on-line" in 1994 with more than 2,000 applicants in its data base. It continues to advertise nationally.

Through the Access and Equity Division, the Coordinating Board administered the *Academic Leadership Academy* from 1992-1994. This program, developed by the American Association of State Colleges and Universities (AASCU) and funded by the M.K. Kellogg Foundation, provided 13 new and aspiring minority and women administrators with skills to help them become better qualified to obtain senior administrative positions in Texas public colleges and universities.

The Coordinating Board's Access and Equity Division initiated establishment of the *Texas Association for Access and Equity*, a multicultural professional organization composed of personnel in higher education identified by their institutions as Texas Plan representatives. This group defined its primary purpose as "fully implementing the access and equity goals of the *Texas Educational Opportunity Plan (1989)* or its successor." The Association established an annual conference, co-sponsored by the Coordinating Board, which includes a job fair. The first conference, which emphasized equal employment opportunity training convened in Arlington, Texas, in 1993 and included the second public hearing for *Access and Equity 2000* , the successor plan, to be enacted in 1994. The second conference, in Houston, Texas, featured "working collaboratively," and included a session sponsored by the Texas Education Agency (TEA).

In accordance with the Texas Plan, the Coordinating Board continued to support legislative funding for minority scholarships, student recruitment and retention efforts, and faculty recruitment. As part of this effort, legislation was passed in 1993 by the 73rd Legislature to establish the Minority Doctoral Incentive Program. The program provides loan forgiveness to minority students who pursue a course of study leading to a doctoral degree. The loans are forgiven twenty percent for each academic year served by the recipient as a full-time faculty member or academic administrator at a Texas public or private institution. No funds were appropriated to support this state legislation. Private funding was not obtained in spite of very active and concerted efforts.

Over the course of the Plan, the Board used federal funds for a whole range of programs that addressed the goal of increasing the numbers of minority students in higher education. Many of these programs, such as Youth Opportunities Unlimited, *College Bound*, the Higher Education Mathematics/Science Program (Eisenhower), and TEXPREP continue to focus on reaching students long before they reach college age. The Board's recommendation that institutions provide admissions and financial aid workshops for

minority middle and secondary school students and their parents also was important in the effort to ensure that a wider range of students pursue higher education. All institutions are making strides in this direction.

The Joint Advisory Committee of the Coordinating Board and the Texas Education Agency, which considers issues of common concern, and the annual Commissioners' Conference, sponsored by the Commission on Standards for the Teaching Profession, provided additional forums for expanding linkages between the public schools and postsecondary institutions to strengthen the participation of minority students in higher education. Linking schools, colleges, the business community and other state agencies for this purpose also was a goal of the 1994 *Texas Symposium on Engineering, Math and Science Partnerships for Minorities and Females* organized by the Coordinating Board, private corporations, and the Texas Education Agency.

In response, to the Texas Plan stipulation that the state provide direction in the development of articulation agreements between community colleges and senior institutions, the Coordinating Board co-sponsored a *Transfer Conference* in 1992. Two separate transfer agreements, involving two community colleges and six universities, were developed to facilitate the transfer of minority students and help them obtain a baccalaureate degree. The Coordinating Board also facilitated the efforts of the Texas Association of College Registrars and Admission Officers to develop a common course numbering system which greatly aides articulation.

The Coordinating Board's *Annual State Minority Recruitment and Retention Conference*, held each April in Austin, remains the most broadly based conference in the state addressing the needs of minorities and women in higher education. It provides a viable forum for sharing information about exemplary and innovative programs that support the participation of minorities as students, faculty, staff, and administrators at institutions of higher education. The conferences held during 1989-94 addressed the issues identified in the Texas Plan, including articulation, remedial education, program opportunities, and outreach programs involving the public schools.

Though the efforts of the Coordinating Board and individual institutions have significantly increased the numbers of minority students on Texas campuses, not all programs recommended in the plan were implemented. The proposed *Educational Opportunity Services* formula, which would have provided each institution of higher education formula-based funds to provide services for increasing retention rates, was not funded by the Legislature. This formula would provide $50 per student to institutions for each minority student over 200 enrolled.

Another problem area is the severe decrease in the proportion of Black and Hispanic teachers in public schools. Though individual institutions have addressed this issue programmatically, no coordinated statewide effort has been implemented at the undergraduate level to guide minority students into the teaching profession. Alternative certification programs, however, initiated under state education reform legislation, have had

some effect on alleviating the shortage of these minority teachers. Approximately 50 percent of alternative certification program interns are Black or Hispanic.

IV. SUMMARY AND CONCLUSIONS

Clearly, strides have been made under the second Texas Plan. Most notably, the numbers of Black and Hispanic students entering Texas colleges and universities have increased. Overall, an increase in the numbers of these groups at the faculty and administrative levels has also occurred, while Black and Hispanic representation on our institutions' governing boards continues to increase. Texas' historically Black institutions and South Texas institutions have been strengthened under the plan, and a great deal has been learned about which initiatives and programs are particularly effective (Appendix I).

More must be done to achieve the parity emphasized in the third and current Texas Educational Opportunity Plan for Public Higher Education, *Access and Equity 2000.* Particular attention must to be paid to the static enrollment rate of Black students. For both Black and Hispanic students, more work must be done to retain and graduate students. A low graduation rate at the baccalaureate level influences the potential for the number of students to obtain advanced degrees. This, in turn, impacts the pool we need to increase the number of Black and Hispanic faculty in our institutions, where they are still seriously underrepresented.

Increasing the presence and influence of minority faculty, administrators and professional staff on each college and university campus is vital for preparing all students in Texas to meet the needs of a changing world. For underrepresented students, the addition of faculty and administrators from similar population groups allows a greater sense of connection and affiliation with the institution and its mission and plays an important part in retention. For students from groups that are well represented on a campus, the addition of faculty and administrators from underrepresented groups can enhance their ability to become more productive in our multicultural society.

Access and Equity 2000 began in September 1994 and continues through August 2000. Following its guidelines, each college and university has developed a unique plan under which significant gains are expected to be made toward achieving true equity in Texas higher education as the state enters the 21st century.

Key Recommendations for Implementing *Access and Equity 2000*, 1994-2000

Institutional Initiatives

The major goal of *Access and Equity 2000* is that every institution have a diverse student body, reflecting the population of the areas it serves and from which it recruits students. Achieving this goal is hampered by the small pool of college-bound minority students in Texas who are academically prepared to enter college or who enter but do not continue

through graduation because of their lack of academic preparation for a challenging college-level curriculum. The following recommended initiatives will take strong leadership from the top and the collaborative efforts of all those who are connected to or affected by the institution -- faculty, staff, students and the larger community of which the institution is a part.

- Higher education institutions should implement initiatives to improve the academic skills of students as early as middle school and encourage them to enroll in and complete college. These initiatives must be developed through collaborative efforts with the public schools and must involve parents, community leaders, and representatives from business and industry.

- More articulation agreements are needed to help eliminate barriers that prevent the seamless transition of students from community and technical colleges to universities and graduate and professional schools.

- Blacks and Hispanics continue to be underrepresented in mathematics, science and engineering. To increase their participation in these fields, community and technical colleges must implement programs to increase the number of these students participating in Tech-Prep programs which integrate the last two years of secondary school with a community college program. These students should also be encouraged to pursue a baccalaureate degree at universities through articulation agreements.

- Universities, especially those with strong programs in mathematics, science and engineering, must increase efforts to provide opportunities to minority students, including offering research and internship opportunities and providing faculty mentors.

- Colleges and universities should identify and train faculty in all disciplines and in a range of successful teaching strategies, such as collaborative learning models.

- Black and Hispanic students should be encouraged to pursue teaching careers as public school educators as well as college instructors. Teacher education programs must prepare students to address the needs of the minority student populations they will be serving. At the same time, to ensure the success of minority students in our public schools, long-range staff development programs must address these issues with practicing teachers and counselors.

- The core curricula of our colleges and universities must be reviewed to integrate cultural heritage concepts, while students must become involved in campus-wide exchanges that lead to campus environments that are hospitable to all.

- To encourage minority students to continue their studies at the graduate level and to expand the pool of minority candidates for faculty positions, efforts must be made

to fund the implementation of the Minority Doctoral Incentive Program through institutional funds, legislative appropriations, and private contributions.

- Institutions also need to implement programs that will assist those currently on their staffs to seek advanced degrees.

Coordinating Board Initiatives

- To ensure that the increasing population of minority students in the state is represented on our college campuses in a number consistent with that of White students, the Coordinating Board must continue to work collaboratively with the Texas Education Agency under the direction of the Joint Advisory Committee.

- The Coordinating Board should increase its monitoring and technical assistance efforts through research, the dissemination of materials, meetings, consultations, and campus visits.

- Programs such as the supplemental grants to college and university researchers for employing minority students under the Advanced Research and Advanced Technology Programs must be continued. Similar efforts offering other competitive grants programs to institutions to develop successful programs for achieving the goals of *Access and Equity 2000* must be offered.

Legislative Initiatives

Adequate funding is necessary for maintaining, improving, and expanding successful programs designed to increase Black and Hispanic participation in Texas higher education. Though many different kinds of efforts will be needed to achieve the goals of *Access and Equity 2000*, little can be accomplished without adequate fiscal resources.

V. APPENDICES

Appendix 1 Study of Minority and Women Recruitment and Retention Programs

Appendix 2 Recruitment and Retention of Minority Faculty

Appendix 3 Search Guidelines to Enhance Diversity

Appendix 4 Minority Recruitment and Retention Conference

Appendix 5 Texas Higher Education Minority Faculty and Administrator Registry

Appendix 6 Minority Doctoral Incentive Program

Appendix 7 Texas Association for Access and Equity

Copies of Coordinating Board publications cited in appendices may be ordered from the Texas Higher Education Coordinating Board, Access and Equity Division, P.O. Box 12788, Austin, Texas 78711

APPENDIX 1

Over the course of the 1989-1994 Texas Plan, the state's public higher education institutions developed a wide range of minority recruitment and retention programs. In August 1994, the Coordinating Board published a study which reviewed more than 250 of these programs, identifying approaches that were successful in recruiting and retaining undergraduates, recruiting graduate students and recruiting minorities and women for faculty, administrative, and other professional positions. Excerpts from the study are included here.

Study of Minority and Women Recruitment and Retention Programs

Successful Undergraduate Recruitment Programs

1. Programs that reach students as early as middle school years, that mentor and support them, that make it clear what college is all about and why it is desirable seem to have a high rate of success as judged by the percentage of students in these programs who graduate from high school and go on to higher education. Students in these programs are expected to live up to high academic standards. Many of these programs actively involve parents so that both parent and child share the goal that the student will continue her or his studies.

   Comment: These programs are labor intensive, though some minimize costs by engaging the services of volunteer tutors, mentors, etc. Though the success rate of most of these programs can be validated, they do not necessarily include a random or entirely inclusive group of students. Students are sometimes self-selected, indicating higher motivation initially and/or more supportive families. In some cases, additional selection criteria are applied, resulting in the exclusion of students who could profit from the kind of experience these programs offer.

   One institution pointed out that a major benefit in having its own undergraduates, faculty, and staff engaged with these younger, school-age children was that it generated awareness and changes in attitudes. This aided retention efforts as well as recruitment.

2. Programs that provide financial aid information to the families of young students in a simple and direct manner and, where appropriate, in the primary language of the parent, increase the chances that students will consider higher education.

   Comment: How and when information concerning financial aid is made available seems to be highly significant in its use by minority students. It is important to reach students (and parents) early in their schooling. The idea of higher education as a desirable and achievable goal must be implanted long before a student reaches college age. Teachers, as well as guidance counselors, need to be utilized as "recruiters."

3. Programs that introduce students to a particular campus, such as arranging for a student to visit classes or stay in a dormitory, play a major role in influencing a student's decision to choose a particular institution.

   Comment: Generally, programs that engage students (and the families of young students) in a personal way have far more effect than simply providing information about higher education or a particular institution through a mailing or at a large-scale college "fair."

4. Financial aid programs, including special scholarships, were reported as basic to increasing the number of minority students attending college.

Successful Undergraduate Retention Programs

1. Programs that provide tutoring, academic, personal and financial aid counseling were reported to be successful and cost-efficient in retaining minority students on campus. Though specific programs vary -- some, for instance, might target academic assistance or be available to all, not only minority students -- the most effective have some kind of personal component. This might consist of students helping other students or it might mean including a component dealing with acclimating students to campus life along with academic instruction. Many of these programs are seen as enriching or supplemental, rather than remedial. Frequently, they involve students before they are identified as falling behind in their academic work.

   Comment: Anticipating those students' holistic needs and reaching out to respond to those needs seem to be factors in successful programs. Assisting these students goes beyond merely providing remedial courses. Formal group tutoring activities for particularly difficult courses offered while the course is being taught or mentoring activities that begin prior to students' starting classes and which continue over a considerable period of time are examples of successful programs.

2. Programs that directly involve students in future career areas in a challenging and meaningful way affect retention. An example is a faculty member mentoring a student while teamed on a research project.

   Comment: These programs are not only academically and professionally meaningful, but like those described in number 1 of this section, reach out to the student in a personal way.

3. Multicultural centers and programs that offer courses and activities encouraging educational, cultural, and personal growth also support minority student retention. Programs of this kind often support specific ethnic organizations, such as an African-American student association.

   Comment: Multicultural programs appear to be effective when they enable students to explore their own culture and also encourage interaction among students with diverse

cultural backgrounds. It is important that such programs counter, rather than reinforce, ethnic stereotypes.

4. A small number of institutions reported sponsoring programs in human relations. Increasing respect for diversity and the improvement of interpersonal communications are the goals for these programs.

   Comment: The primary criteria used by institutions to judge the success of these programs were the number of those participating in sponsored activities and the evaluation of these activities by participants. Institutions did not provide specific information about how these activities affected campus climate on the whole or their impact on minority retention.

Successful Graduate Recruitment Programs for Minorities and Women

1. Fellowships, scholarships and loans that can be forgiven are reported as crucial in the recruitment of minority graduate students.

2. Departmental programs that nurture promising undergraduates and encourage them to continue their studies at the graduate level are a major factor in increasing minority graduate enrollment. An example of this would be involving a student in meaningful activity on a laboratory research project.

3. One institution reported that utilizing non-traditional criteria in selecting graduate students helped increase the number of minority students. Instead of depending exclusively or primarily on overall undergraduate academic standing or on Graduate Record Examination scores, the institution gave more weight to letters of reference, undergraduate work in particular academic disciplines, and relevant undergraduate research experience.

4. Schools of Education have been successful in recruiting minority graduate students by offering courses and programs that meet the specific career needs of teachers in their geographic area.

   Comment: As in undergraduate recruitment, programs reported as successful targeted groups or individuals selectively, in contrast to the more "shotgun" approach of general recruitment through university fairs or sending out mailings indiscriminately.

Successful Recruitment of Minorities and Females for Faculty, Administrative, or other Professional Positions

1. One type of program that successfully recruits minority faculty provides funds for candidates' campus visits with spouses, moving expenses and house hunting expenses, as well as faculty salaries. These are viewed as incentive funds, encouraging departments to seek minority faculty with resources that would not otherwise be available.

Comment: This technique is particular effective because academic departments are essentially autonomous in their hiring and retention decisions.

2. A few campuses reported success in increasing their minority faculty by employing their own graduate students.

3. Special programs that provide undergraduates with mentored summer research experiences in academic disciplines where minorities and women have been historically underrepresented are seen as an especially effective routes for encouraging the pursuit of graduate degrees and academic careers.

4. Programs that allow junior faculty to pursue advanced degrees while teaching have proved successful in retaining minority faculty.

5. Institutions report training faculty and staff in affirmative action goals and techniques including how to conduct job searches and professional interviews.

   Comment: Campuses commented that an overall, widely disseminated policy is necessary for increasing faculty diversity.

Conclusions and Recommendations of the Review

- For recruiting minority students, funds are best spent on programs that involve students (and their families) early in their school years. These programs prepare them for college emotionally, academically, and practically. Programs must be multi-faceted or they must be part of a group of programs which responds to social, academic, and financial needs.

- For retaining minority students, funds are most effectively spent on support programs that meet the emotional, academic and practical needs of students before they face serious trouble in any of these areas. Efforts must be made to reach students rather than putting the entire burden on them for obtaining assistance.

- For recruiting minority graduate students, financial assistance in the form of fellowships, scholarships and loans that can be forgiven are essential. Summer research opportunities for undergraduates are critical to developing an adequate recruitment pool.

- For recruiting minority and women faculty, individual departments should be given additional funds to carry out this responsibility, and they should be rewarded for their success.

To increase the numbers of minority and women students and faculty, each campus must make a concerted planning and implementation effort involving many players, including the larger community outside of the campus and faculty members. Institutions must assess the overall progress of their effort annually. Only in this context can the effectiveness of individual programs be best judged.

APPENDIX 2

Recruitment and Retention of Minority Faculty

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An educated populace, including an educated minority population, is essential to the economic and social well-being of the nation.

Recruitment and Retention of Minority Faculty

Piedad F. Robertson, Ted Frier

It is a powerful image: the slow, steady pan of the camera as the picture of young African American faces come into view, their eyes hopeful, focused on a crossroad, asking for our help. Then the message: "A mind is a terrible thing to waste."

This advertising slogan from the United Negro College Fund has become as much a part of the national landscape as the nationwide effort to increase the number of minorities graduating from our colleges and universities. So much attention has been devoted in recent years to promoting diversity in higher education not because we are soft-hearted, but because we are hard-headed; not because we harbor a sentimental disposition to do "something" for those who have been historically disadvantaged, but because we have made a realistic appraisal of the opportunities that will be lost to the nation if we do not bring the ever-growing minority population into the higher education community, both as students and as faculty.

This transformation in emphasis lies along the fault of converging economic and demographic trends. By the year 2000 it is estimated that 75 percent of all workers will be in jobs requiring mental, rather than physical, exertion (*Workforce 2000, Executive Summary*, 1991). The greatest growth will be for workers in professional and technical occupations such as management, information processing, health care, and law. In Massachusetts alone, state labor force studies estimate that 80 percent of the new jobs will require postsecondary education and 33 percent will require four years of college. By contrast, just eight years ago 22 percent of all jobs in the state required a bachelor's degree.

To be competitive in the new global market, workers will need more higher order skills than they currently possess. These new workers will require

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problem-identifying skills in order to understand current and future needs. They will need problem-solving skills in order to put things together in new ways. They will have to be creative thinkers, able to respond quickly to changing technologies. Guaranteeing each individual an equal opportunity to achieve his or her full potential must be the first priority of any just society. A complicated society needs men and women who are competent to comprehend these issues, who understand the past so that they can embrace the future free from the suffocating fear that ignorance breeds, and who are capable of making wise decisions for themselves, their families, and their society. All of these ambitions are impossible to achieve without access to education.

At the same time that dramatic changes are occurring in the character of the workplace, a significant revolution is taking place in the composition of the work force. By the year 2000, immigrants and minorities will be the mainstay of the work force. Almost half will be women. Minorities will hold almost one position in every five. New immigrants will constitute a like number. The traditional white male work force will account for only 15 percent of the total by the year 2000—a startling decline from the 47 percent of the labor force who were white males in 1985 (*Workforce 2000, Executive Summary*, 1991).

The national challenge for the foreseeable future is to devise ways to improve upon the modest educational gains among minorities at precisely the time when the demand for an educated minority work force is accelerating.

Now, the entire discussion of diversity has become as badly garbled in higher education as it has in other settings. As an issue of "right" or "fairness" or "justice," the dialogue on expanding minority representation on college campuses immediately leads to impasse. The legitimate claim that teaching and administrative personnel in higher education institutions should reflect the composition of the communities they serve can be balanced with an equally valid assertion: Individuals should be treated as individuals, not as demographic statistics. Only in the context of the unique contributions that minority faculty and staff can make to improve the education of minorities can the case be made for affirmative action. If minority students are to succeed, it is important that schools cultivate a welcoming atmosphere. Part of the texture of such an atmosphere is having minority role models among the faculty. The primary reason we are interested in minority faculty is because they establish in the minds of the community and the student that there is a commitment to diversity. Additionally, they serve as networks for minority students and assist institutions committed to diversity by recruiting minority students themselves.

To understand why minority faculty possess certain unique "job qualifications," it is necessary to understand the ingredients that contribute to the success or failure of minority students. Some are obvious. The quality of schools the students attended and how well they did are major factors. Straight-A students are 25 times more likely to complete college in four years than C students are. Family incomes are important—not only as a source of tuition costs, but also as a buffer against the pressures high school students face to immediately get a job. The educational level of the parents is critical,

for 60 percent of students come from families where the parents did not graduate from high school (Education Commission of the States and the State Higher Education Executive Officers, 1987).

Other factors are more subtle. Whether minority students succeed or fail in college is determined as much by the attitudes they bring to education as by the education aptitudes they possess. Foremost is the belief in the value of higher education, not only that of the students, but also of their peers, relatives, and familiar community. Without adult mentors who can show these students the tangible value of higher education, or explain what the college experience is all about, many minority students, even promising students, may believe that continued schooling is incompatible with attaining adulthood. "Incognegroes" is the expressive phrase that Harvard professor Glenn Loury has invented to describe African American students at prestigious universities who conceal their educational achievement from acquaintances in their home communities (Education Commission of the States and the State Higher Education Executive Officers, 1987).

Clearly, what minority faculty contribute is their ability to serve as role models for minority students who may have gone through life without a single close acquaintance who graduated from college. Minority faculty are also visible reminders that a student is attending an institution committed to diversity. Institutions committed to minority success are fundamentally different in character from those that give a perfunctory nod to this achievement. It is a difference between an institution willing to accommodate minority students, and one which makes the success of minority students an important factor in its own calculation of whether the institution is succeeding or failing.

Richardson (1989) has identified three phases in the evolution of an institution from one indifferent to minorities to one that is supportive. In the first stage, institutions simply erase barriers to participation. This can be done through flexible admission practices, financial aid, transition programs, and outreach to public schools. In the second stage, colleges and universities improve the campus climate and provide learning assistance to students who lack adequate preparation. They also recruit a diverse faculty and administration and thereby provide advocates and role models for the new student populations.

Helping students adjust to the rigors of the college experience will help retention, but will not improve graduation rates unless there is an accompanying change in teaching and learning practices, which occurs in the third stage. For this to occur, faculty must become involved in helping more diversely prepared students achieve academic success in all majors. This involves more sophisticated student assessments that take into account minority students' unique backgrounds and circumstances, learning assistance programs, and a commitment to success through improved teaching. Teachers must change their approach to teaching. They must incorporate different teaching styles in order to accommodate the learning styles of minority students. Teachers must be flexible to avoid insisting that their students learn the way they learned. Minority students do bring different learning styles and backgrounds to the classroom,

and a teacher should acknowledge that by creating a hospitable learning environment and incorporating respect for other cultures into their courses. When the faculty are actively involved in minority success, they can create the necessary climate that sends a message to minority students that they can do it. Students know when they are in the company of individuals or institutions that really want to help, and this is reinforced by a visible minority presence among an institution's faculty and staff (Richardson, Matthews, and Finney, 1992).

Recruiting Minority Faculty

Any effort to improve the campus environment for minority students by expanding the number of minority staff and faculty role models ultimately collides with a harsh reality. Despite decades of hiring goals set by individual departments, colleges, and universities, despite the promises to do a better job diversifying the faculty, despite all memorandums of understanding or letters of agreement, minorities still account for only a slender sliver of college faculties nationwide. The latest federal data show that in four-year colleges and universities during the academic years 1991 to 1992, about 12.3 percent of the nation's full-time professor corps were African American, Hispanic, Indian, or Asian. This figure represents only a slight increase from two years before when 11.5 percent of the teaching corps was minority and represents relatively flat gains throughout the past decade (Magner, 1993).

Inevitably, the fates of minority students and minority faculty are inextricably intertwined. We cannot do a better job of graduating minority students unless the minority faculty representation is larger, and we cannot augment that representation unless more minorities pass through the nation's graduate programs. This dilemma might be what policy wonks refer to as a "structural deficit." Neither is it of much help that higher education institutions across the country have been mired in a period of budgetary retrenchment over the last five years, making it difficult to free up new positions that might be filled by minority academics.

The shallow pool of potential minority candidates for faculty positions is a very real difficulty. And it is unlikely to improve anytime soon. The Educational Testing Service recently reported significant shifts in minority career paths. More minority students than ever before are now majoring in engineering, business, health, and biology at the undergraduate level. Fewer are going into education, the social sciences, or other undergraduate fields that are typical avenues to graduate school study. As the ETS reported, between 1976 and 1989 the number of degrees in education granted to minority students declined by 56 percent. There was a 9 percent decline in the social sciences. Meanwhile, minority graduates of engineering programs increased 290 percent, business 118 percent, health professions 58 percent, and biological and life sciences 38 percent (Educational Testing Service, 1992).

Now, we should be careful not to shout "crisis" too soon. While it might be inconvenient for deans and department heads looking to improve minority

representation on their faculties, there is nothing particularly sinister in this shift toward degrees that lead directly to employment upon graduation. It may be nothing more than a transitory stage, the first step in the natural and healthy process by which underrepresented communities establish themselves among the ranks of the professional middle class. We know from experience that it is far more likely that the sons and daughters of financially secure professionals will pursue, say, a doctorate in the humanities, than it is for the first member of a family attending college to do so.

These trends should be seen as challenges to overcome, not excuses for inaction. And some institutions have been better than others at meeting these challenges. Some institutions exacerbate the supply problem by accepting only those applicants who have attended prestigious universities. Other two- and four-year institutions mimic this behavior when they close doors by insisting on rigid qualifications for their applicants for faculty and staff positions by requiring a certain specified period of service in a narrow range of occupations.

This exclusionary practice is as bad as admitting only those students who scored within a particular percentile on the SAT, when a far better approach would be to define the talents a job requires and then spend time assessing whether a particular candidate possesses those talents. Imaginative college administrators can create opportunities for minority faculty and staff where none existed before. They can open doors, facilitate contacts, create cushions against failure, and provide opportunities for success. But all of this demands the courage on the part of administrators and institutions to take risks. No one will ever lose money betting on the heavy favorites to show, but the big pay-offs come to those who make their wager on the long shots.

Faced with a shortage of candidates, some institutions do more than sit back and complain. More two- and four-year institutions should follow the example of those who actively cultivate future faculty from the undergraduate level on. Duke, for instance, has adopted a "grow your own" approach. Once advertising for a new physics professor, Duke received only six applications from African Americans out of several hundred submitted. This prompted department administrators to take matters into its own hands. "Had we not raised him ourselves," said physics department chairman Lawrence Evans of a new faculty member, "we'd probably have no black faculty now." Jacqueline Looney, assistant dean for graduate recruitment, said what makes the differences is that "faculty members in the department are truly committed to not only recruiting these students, but retaining them and graduating them."

Like minority students, minority faculty members become victims of revolving doors unless things are put in place at an institution to nourish them. Once recruited, institutions should do more for their minority faculty than simply putting them in the classroom and congratulating themselves. These faculty have the potential to be active role models for students, the best advertising an institution can have in attracting students from the minority community. But the added burdens this places on young academics should be recognized by institutions, especially in promotion and tenure decisions. Hired

in part because of the unique contributions they can make to an institution as members of a minority group, these faculty members will become early casualties unless they are welcomed and valued members of the campus community.

One young black professor in Maryland summed it up well: Most institutions, except the historically black institutions, hire blacks in token numbers. Therefore, typically when black persons are hired for faculty positions, they are role models, advisors, counselors, advocates, and sympathetic listeners for black students. As a result, they are often drawn into activities unrelated to their competencies or interests. Minority faculty often feel that they must respond to the needs of minority students who frequently experience alienation in predominantly white institutions. The dilemma is to work hard and meet the traditional requirements for tenure while responding directly to student demands and departmental and institutional expectations to not only work with minority students but be the "minority representative" on every committee (*Access Is Not Enough*, 1989).

Like ensuring student success, the frustrations of minority faculty, such as those above, are the sorts of issues that are addressed in more positive and meaningful ways once minority representation reaches a critical mass at an institution.

More than most other higher education institutions, community colleges seem to be in a better position to recruit and retain minority faculty, for a number of reasons. There is already a heavier minority representation on campus, contributing to an inviting environment. Additionally, community colleges are less vulnerable to the shortage of minority doctoral candidates graduating each year. Because their curriculums are more directly tied to the professions into which minority graduates seem to be going, community colleges have a larger pool from which to draw.

Further, a successful effort to recruit more minorities into teaching ranks demands more than simply buying display advertisements in higher education publications. It demands seeking out potential candidates where they live and work. This is fully consonant with the community college's mission of direct involvement in its local city or region. Some community colleges have been wonderfully inventive in opening their doors to minority faculty. Some meet regularly with civic organizations, churches, and businesses. Some colleges make sure to advertise in minority publications. They promote the college in the minority community and keep groups posted about potential and real job openings. Others invite members of the minority community and minority organizations to serve on permanent and ad hoc committees or commissions of the college. In that way, community colleges establish a direct network with the minority community, which they can exploit when positions open. Arrangements are made by some community colleges with local minority businesses to give release time to employees to teach on a part-time basis as visiting professors. One of the few positive aspects of the current slow economic climate is

that many professionals are considering teaching as a new career, either on a temporary or permanent basis. Some companies even offer training for their employees interested in making the transition to the classroom.

Conclusion

Americans are temperamental and philosophical voyagers, alternately idealistic and practical. What began as a benevolent impulse to invite those from underprivileged communities to participate fully in the opportunities available to the larger society has been transformed to an agenda motivated by, among other things, enlightened self-interest. A subtle shift has occurred in the emphasis given to the benefits of higher education. No longer is educational attainment exclusively, or even primarily, a personal possession—something of value to the individual only. An educated populace—especially an educated minority population—is now seen as a community property, essential to the economic and social well-being of the society at large. Education certainly improves the life prospects of the individual, but more than ever before, education is featured as critical for the future of the community and nation. The ability of the nation's workers (especially its minority workers) to acquire higher skills will determine not only whether individual workers will be able to fill higher skilled jobs, but whether the nation will have those higher skilled jobs at all.

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APPENDIX 3

Search Guidelines To Enhance Diversity

The enrichment of institutions through diversity embodies more than attracting and retaining faculty, staff, and students of differing ethnicity. Diversity includes attributes such as culture, sex, age, disability, educational setting, geographic location, and language. Through affirmative action and equal opportunity practices, an institution can optimize the richness of its diversity.

To diversify a campus, accountability is necessary at every level, from the chief executive officer to those at the heart of the institution, the faculty, and those who support them. Accountability is evidenced by successful practice. Recognition and reward are important features of accountability. Incentives such as merit pay, departmental support, and enrichment funding for diversity demonstrate an institutional commitment. Performance appraisals should assess commitment to EEO/affirmative action and the success of measures taken.

Well-defined policies and procedures provide the framework for developing an institutional culture that embraces diversity. Consultants and other resource persons may be helpful to set the tone and offer guidance in encouraging respect of all individuals and appreciation of differences. A well-trained institutional affirmative action committee is another valuable resource.

These guidelines may prove helpful to public institutions of higher education in developing search policies and procedures or in refining existing ones. These guidelines are applicable primarily to faculty and professional/administrative personnel but may be modified for others.

APPENDIX 4

The 11th Annual Minority Recruitment
and Retention Conference

Building Community:
Benefiting from Diversity

April 5-7, 1995
Wyndham Southpark Hotel
Austin, Texas

Sponsored by the
Texas Higher Education Coordinating Board

TEXAS HIGHER EDUCATION MINORITY FACULTY AND ADMINISTRATOR REGISTRY

. . . a recruitment service provided by the Access and Equity Division of the Texas Higher Education Coordinating Board

Are you seeking qualified minority applicants to interview for faculty and administrative positions at your college or university? The Texas Higher Education Minority Faculty and Administrator Registry can provide you with a list of potential candidates. There is no charge for this service.

A service of the Texas Higher Education Coordinating Board, the Registry is a database of minority professionals seeking employment at Texas public colleges and universities. The Registry will help community and technical colleges and universities in Texas identify qualified minority applicants and will facilitate job searches for minority professionals. This service is free to both employer and candidate.

Candidates

Candidates complete a personal profile packet, which includes a summary of their education, work and teaching experience. The Coordinating Board compiles the data for inclusion in the Registry.

Institutions are encouraged to advise minority students and professionals to register with the Texas Higher Education Minority Faculty and Administrator Registry.

Employers

The Texas Education Opportunity Plan for Public Higher Education, "Access and Equity 2000," was approved by the Coordinating Board on January 20, 1994. The development of an online statewide computerized system is included in that plan.

You can help implement this plan. Position announcements may now be sent through the Internet. These will be matched to the registry of minority job candidates and results sent to you by the Internet.

Employers may request database access by completing the candidate request form or by way of the Internet e-mail system. A list of candidates meeting the specified qualifications is generated from the Registry and sent to the institution. Scheduling interviews is the responsibility of the employer.

The Registry is available to minority candidates and to Texas public institutions of higher education.

Information

For application, or additional information, please contact:

Victor W. Gregg (GreggVR@THECB.TEXAS.GOV) if you have an interest in the electronic exchange, or you may contact him at the mailing address and telephone number listed below. You then will receive an electronic form which replaces the current paper form. Of course, we will continue to respond to paper inquiries. Please feel free to use the medium which best suits your local needs.

We ask that each institutional office of human resources provide an Internet address so that their requested information may be received directly.

Texas Higher Education
Coordinating Board
Access and Equity Division
P.O. Box 12788
Austin, Texas 78711-2788
(512) 483-6140

Institution: _____

Address: _____

City: _____

State: _____

Contact Person: _____

Phone: _____

Internet Address: _____

APPENDIX 6

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE
73rd Regular Session

April 19, 1993

TO Honorable Ashley Smith, Chair
Committee on Higher Education
House of Representatives
Austin, Texas

IN RE: Senate Bill No. 233, as engrossed
By: Truan, et al.

FROM: Jim Oliver, Director

In response to your request for a Fiscal Note on Senate Bill No. 233, as engrossed (relating to establishing a minority doctoral incentive program) this office has determined the following:

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

The bill would establish a minority doctoral incentive program. The Texas Higher Education Coordinating Board would establish and administer a minority doctoral incentive program to provide loans to minority students who pursue doctorates at Texas public or private institutions of higher education. The loan recipients would be mentored by their enrolling institutions and by the Coordinating Board. Upon graduation, the loan recipients would repay the loan at a 20 percent rate of forgiveness for each year of service as a faculty member or academic administrator in a Texas public or private college or university. The program would be implemented only when funds from gifts and grants sufficient to meet program expenses are available but would be eligible to receive legislative appropriation.

The bill would permit loan recipients who are residents of another state to pay Texas resident tuition rates. There could be a resulting loss of educational and general income at the affected institutions that could be replaced by general revenue fund appropriations. The loss of income and potential cost to the General Revenue Fund cannot be determined for purposed of this fiscal note.

No fiscal implication to units of local government is anticipated.

Source: Texas Higher Education Coordinating Board;
LBB Staff: JO, JWH, EC, WRR, OC

APPENDIX 7

Mission Statement

The Texas Association for Access and Equity was formed in 1991 to provide an opportunity for representatives to the Access and Equity Division of the Texas Higher Education Coordinating Board and others to: meet as a formal organized group; establish open communication; address common issues; and create a network of college and university professionals whose responsibilities include implementing the goals of the *Texas Educational Opportunity Plan (1989)* and its successor, *Access and Equity 2000: The Texas Educational Opportunity Plan for Higher Education*.

Goals of the Association

Communication—To share and exchange intervention strategies that positively impact the presence of African American, Hispanic, Asian American, American Indian, women and persons with disabilities as students, faculty, staff and administrators in higher education.

Recruitment and Retention—To facilitate the recruitment and retention of African American, Hispanic, American Indian, Asian American, women and persons with disabilities as students, faculty, staff and administrators in higher education through programs of development and scholarships.

Diversity—To assist administrators, faculty and staff to become more responsive to the concept of "diversity."

Professional Development—To promote the professional growth and development of members of the Association in fulfilling their respective roles.

Collaboration—To collaborate with K-12, business and other agencies to encourage partnerships to advance access and equity in higher education.

Membership Benefits

Any and all persons identified by their institution as representatives to the Access and Equity Division of the Texas Higher Education Coordinating Board or having responsibilities for the implementation of the *Access and Equity 2000 Plan* are welcome to join through an institutional membership. The annual dues for the institutional membership is $150. Each person listed as a member will receive a copy of the Association's newsletter and receive discounted registration fees as Association sponsored programs.

Meetings and Professional Development Programs

The Association conducts three general meetings each year. The first, an annual professional development conference held in the fall; the second, in the winter; and a third meeting held as part of the Coordinating Board's annual Minority Recruitment and Retention Conference. The Association co-sponsors other meetings and professional development programs in cooperation with the Texas Higher Education Coordinating Board and other organizations and agencies.

Further Information

If you have additional questions about an Association membership, please feel free to contact Victor J. Rizzo, Ph.D., Treasurer, at (214) 746-2015.

For other information about the Association, contact:

Helen Gurley
President
(512) 886-1133

Dale Robinson
Vice President
(409) 772-1463

Betty Stewart
Secretary
(903) 886-5160

The Texas Association for Access and Equity actively supports the principles of equal opportunity and affirmative action.

Texas Association for Access and Equity
a non-profit organization

Membership Registration Form

College/University:

_____

Access and Equity Plan Coordinator
(primary representative to A&E Division of the Texas Higher Education Coordinating Board)

Name: _____

Title: _____

Address: _____

_____

_____

Phone: _____

Fax: _____

Name and title of up to four other persons to be included in the Institutional Membership:

Name: Title:

_____

_____

_____

_____

Send registration form and payment for annual membership to:

Victor J. Rizzo, Ph.D., Treasurer
Texas Association for Access and Equity
c/o El Centro College
Main and Lamar
Dallas, Texas 75202-3604
(214) 746-2015
FAX (214) 746-2335
Federal Tax I.D. Number 74-2634313